

A Report on University Sponsorship

Prepared by:



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

**Prepared for Charter School Review Board and General Assembly
pursuant to Indiana Code 20-24-3-13**

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Report Completed: February 1, 2007
Report Submitted: June 29, 2007

Introduction

Indiana charter school legislation (IC 20-24-1-9), originally passed in 2001, gives state educational institutions of higher education that offer four year baccalaureate degrees the ability to sponsor charter schools. Sponsorship entails reviewing and approving or denying proposals for new charter schools, as well as monitoring charter school progress; ensuring compliance with all applicable rules, laws, and regulations; and holding charter schools accountable for meeting the provisions of their charters. Sponsors have the authority to grant, renew, deny, or revoke charters.

At present, only Ball State University, in Muncie, IN has elected to act as a university sponsor of charter schools. As of December 2006, Ball State has approved the charters for twenty-two charter schools. Nineteen of those schools were operating as of December 2006; one was closed in May of 2004; and two are scheduled to open in the fall of 2007.

Ball State has created an Office of Charter Schools, located within the School of Education, to oversee review, approval, denial, and monitoring of charter schools. The Office is headed by a Director, who reports to the Dean of the School of Education, and an Assistant Director, who reports to the Director.

Ball State University Charter School Sponsorship

Proposal Review and Chartering Process¹

Ball State's proposal review and approval process has changed in the six years since the charter school law was originally passed.

Currently, Ball State's process is as follows:

1. Statement of intent: the statement of intent must be submitted by close of business on specific deadlines. The potential charter school organizer must submit twelve copies of the statement to Ball State University's Office of Charter Schools. The statement of intent must include: a cover page with the name and location of the proposed school; a table of contents, listing page numbers; a general information sheet, which includes contact information and a brief description of the proposed school; an executive summary; responses related to *Defining Statements for the Proposed School* (described below); and attachments (described below).

In the *Defining Statements for the Proposed School* section, applicants must address questions in each of seventeen areas: **clear and well-articulated mission; solid governance structure; administrative management; contracting with an educational management organization (EMO); strong educational program; qualified and dedicated teachers; serving special**

¹ Information related to Proposal Review, the chartering process, Ball State's accountability process, and schools' purposes and educational programming was obtained through interviews with staff at Ball State's Office of Charter Schools, analysis of documents provided by BSU and posted on the BSU Office of Charter School's Website, and grants submitted by charter schools for the federal Public Charter Schools Program.

needs students; health and safety; increasing student achievement; school climate and student discipline; sound financial management; student enrollment; school as a choice option; facilities; transportation; satisfactory reporting relationships; and budget.

Required attachments for the letter of intent include resumes for each member of the organizing team, including board members, the school leader (if identified), and other personnel; a list of steps to be taken to open the school within the timeline; pre-operational budget and a budget for the first two fiscal years of operation; and other documents to support the statement of intent.

2. The Statement of Intent is reviewed by a full review team, and informal interviews and information sessions are conducted. Based on the quality of the Statement of Intent, the Charter Schools Office invites selected organizing groups to submit a Proposal to Charter during one of Ball State's defined proposal cycles.

3. Selected organizers submit Proposals to Charter, which are expanded versions of the Letter of Intent. The Proposal to Charter follows the outline of the General Indicators of Success (described on page four of this report) and the Letter of Intent, but it asks for more in-depth, specific descriptions of the information that was submitted with the Letter of Intent. Submitted proposals are then distributed to an expanded review team.

4. After proposals are submitted, a review team evaluates and comments on them. Based on proposal quality, recommendations are made for members of the organizing board to participate in formal interviews.

5. If the interview round is successfully completed, public meetings are held to discuss the proposals that have made it through the proposal review and interview process. After the public meetings, recommendations and reports are made to the Dean of the School of Education, the Associate Dean, the President of Ball State University, and other university officials, as applicable.

6. The final step in the process is the President's final decision of approval or denial and an official announcement.

Accountability

Since 2002, key elements of Ball State's accountability plan have included a focus on academic achievement, organizational management, financial stability, and environmental conditions & school climate. Ball State's accountability process has continually evolved since 2002.

In 2002, Ball State's accountability process for first-year schools included a start-up review, during which Ball State's charter schools team met with each school's Board or leadership team in the summer before opening. Using a detailed checklist, Ball State charter school officials reviewed school start-up plans to ensure that the schools were in compliance with rules, laws, and regulations and to discuss and solve organizational and process issues.

In the spring of 2003, Ball State required each charter school to complete a self-study and accountability plan, including the schools' assessments of their progress toward meeting academic and non-academic goals in the charter contract; organizational strength; financial stability; challenges that had arisen in the first year and how they were addressed; and priorities for year two. As part of the accountability plan, schools were required to develop accountability goals in the areas of academics, student-focused non-academics, and organizational management. Schools revise these goals each year, as necessary. Over the past five years, as Ball State has increased its capacity to work directly with the schools, the schools' accountability plans have become a larger piece of the university's overall accountability framework. In addition, Ball State's charter school team made site visits to each school to review climate and culture, organizational viability, and financial stability. Strengths of each school were noted, and recommendations for addressing any potential weaknesses were made. With the assistance of the Virtual Special Education Co-op², Ball State conducted special education audits, during which the Co-op's director assessed each school's special education services, compliance with the law, and issues, and made recommendations for improvement.

As an additional part of Ball State's accountability process, all BSU sponsored charter schools are required to administer the NWEA Measures of Academic Progress (MAP) assessment in both the fall and the spring, so that value added assessments can be conducted. In 2003, BSU schools administered the NWEA test in the Spring for the first time; these data were used as baseline data for future years' fall and spring testing. In addition, BSU sponsored charter schools, as required by law, administer the ISTEP+ test to all required grades.

Ball State expanded its accountability process in the 2003-2004 school year. As in 2002-2003, pre-opening meetings and checklists were conducted, as well as academic walkthroughs during the school year. During these, observers collected data on student engagement, curriculum foci, and classroom management and instructional methods. Each classroom was observed at least twice, and data were compared between observers. Strengths were shared and reflective questions were asked to guide future school planning. New for the 2003-2004 were constituent surveys, which included parents, teachers, Board members, and administrators. In addition, BSU added Board self-assessments for each charter school's Board. Where areas of need were noted, conversations were had with Board members to create strategies for improvement. Ball State's Office of the Vice President for Business Affairs conducted a detailed review of each school's budget performance, financial status, and future projections.

In subsequent years, BSU has continued to conduct pre-opening checklists and post-opening curriculum and instructional reviews, special education reviews, test score analyses, constituent surveys, Board self-assessments, academic walkthroughs, governance reviews, and financial reviews. As of the 2004-2005 school year, schools that needed a more detailed picture of successes and challenges had extended walkthroughs conducted. The extended walkthroughs occurred after initial walkthroughs and analysis of data and documents. After the extended walkthroughs, specific recommendations for improvement were offered.

² The Virtual Special Education Co-op, housed at Ball State University, provides administration and general supervision of special education and related services offered by member charter schools.

Most recently, Ball State, in addition to its current accountability framework, has developed General Indicators of Success for all of its charter schools. The Indicators include: **a clear and well articulated mission; a solid governance structure; parental/guardian participation; sound administrative management; appropriate relationships with any Educational Management Organizations, as applicable; a strong educational program; qualified and dedicated teachers; appropriate services for students with special needs; appropriate health and safety procedures; evidence in increasing student achievement; appropriate school climate and student discipline; sound financial management; appropriate recruiting and admissions procedures; the school as an appropriate choice option; appropriate facilities; an appropriate transportation plan; and a satisfactory reporting relationship.** The General Indicators of Success are to be used as a lens through which the Ball State University Office of Charter Schools will review Statements of Intent and Proposals for New Charters. Moreover, BSU will use the Indicators with current schools to help determine levels of success and whether changes in operations would help increase success, and to review current schools when their charters are up for renewal.

Originally, charters for BSU schools were valid for five years. In the fifth year, charters could be extended or non-renewed. Recently, Ball State has moved to a seven year charter process. Charters are granted for seven years, and in the seventh year they may be extended or non-renewed. At any time during the period, Ball State may revoke a charter. One charter school, Urban Brightest Community Academy, has had its charter revoked. According to Ball State's 2003-2004 Accountability Report, Urban Brightest had its charter revoked for reasons including a failure to properly implement the promised curriculum; a lack of professional development and training opportunities; inappropriate student grouping for non-educational reasons; failure to properly implement special education services; concerns with the management structure; concerns about financial stability; poor reporting compliance; and general lack of faithfulness to the charter.

Copies of Ball State University's Accountability Reports for 2002-2005 are available online at <http://www.bsu.edu/teachers/charter/>. The 2005-2006 Accountability Report is in the process of being completed.

Ball State Schools: Demographic Snapshot

Table 1

TOTALS										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
Total # of schools open & operating	6*		9**		10***		14***		19***	
Total enrollment	481		1,561		2,016		3,438		4,669	
Enrollment by Ethnicity										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
% Asian	0.2%		0.4%		0.2%		0.4%		0.3%	
% Black	42.8%		73.7%		60.4%		62.1%		61.4%	
% Hispanic	0.0%		1.5%		2.0%		3.8%		4.3%	
% Multiracial	5.2%		2.5%		1.7%		3.1%		3.9%	
% Native American	0.8%		0.1%		0.1%		0.2%		0.1%	
% White	50.9%		21.7%		35.6%		30.4%		30.1%	
Enrollment by City										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	enrolled	# of schls.	enrolled	# of schls.	enrolled	# of schls.	enrolled	# of schls.	enrolled	# of schls.
Gary, IN (& surrounding areas) [†]	0	0	823	2	883	2	1,649	4	2,435	6
Indianapolis, IN (& surrounding areas) ^{††}	118	1	129	2	349	2	490	2	738	4
Fort Wayne, IN	174	1	311	2	277	1	226	1	224	1
West Lafayette, IN	38	1	46	1	60	1	63	1	73	
Floyds Knobs, IN	75	1	124	1	166	1	286	1	316	
East Chicago, IN	0	0	0	0	0	0	205	1	399	
Graysville, IN	0	0	0	0	91	1	99	1	123	
South Bend, IN	63	1	84	1	120	1	143	1	182	
Richmond, IN	0	0	0	0	0	0	147	1	179	
Poverty Data										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
% Free lunch	33.1%		44.0%		43.6%		43.4%		50.0%	
% Reduced lunch	8.1%		9.8%		8.6%		8.2%		7.2%	
% Paid lunch	58.8%		46.2%		47.8%		48.5%		42.8%	

*excludes Options Charter School Carmel (originally authorized by Carmel-Clay Schools, switched authorization to BSU in 2004-2005)

**excludes Options Charter School Carmel, includes Urban Brightest Community Academy, which was closed at the end of the 2003-2004 school year

***excludes UBCA (see above); includes Options Charter School (Carmel), which was originally authorized by Carmel-Clay schools but switched authorization to BSU in 2004-2005

[†] Includes Schererville

^{††} Includes Carmel (beginning with 2004-2005); includes Carmel, Noblesville and McCordsville (2006-2007)

Currently Operating and Approved Ball State Charter Schools³

For each school, a link is provided to its ASAP Website, which offers demographic and academic achievement information.

Campagna Academy Charter School

Location: Schererville, IN
Grades served (SY0607) 9-12
Year opened: 2002

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1534>

Purpose: The Campagna Academy Charter School serves youth at risk of not completing their high school education. This puts them at risk of not securing employment and being able to lead life as participating and contributing members of our society. There are various subpopulations that fall into this overall category, including expelled and suspended youth, drug and alcohol dependent youth, teen mothers who are responsible for their child/children or who are pregnant, and youth who have fallen so far behind academically that they see no hope of graduating. The purpose of the school is to provide an opportunity for each student to earn high school credits and fulfill the requirements for graduation. This is done through an educational environment supplemented with support services.

Educational Program: Campagna Academy offers instruction in Core 40 Curriculum classes taught by qualified, Indiana state-licensed teachers. Elective courses are offered to students to expand their knowledge base. Advanced and remedial programs are available through computer-assisted instruction and independent study programs.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: Policy leadership and oversight for the school is provided by a Charter School Council. The Charter School Council receives its authority from the Campagna Academy, Inc. Board of Directors.

The Charter School of the Dunes

Location: Gary, IN
Grades served (SY0607) K-8
Year opened: 2003

³ Information for this section was obtained from Public Charter Schools Program grants submitted to the Indiana Department of Education from 2002-2006, as well as from Ball State University's Office of Charter Schools Website. **NOTE:** Two additional schools, the Indiana Math & Sciences Academy 1 and Indiana Math & Sciences Academy 2 have also been approved to open but will not open until 2007. Therefore, no information is currently available for these schools.

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1535>

Purpose: Charter School of the Dunes (CSOTD) is designed to inspire student success through an innovative curriculum and creative teaching. The school adheres to rigorous standards of academic achievement with the expectation that students will become lifelong learners. The school encourages development of solid character, citizenship, and environmental stewardship. CSOTD embraces diversity in its students, adapts to special needs, and expect students to take responsibility for their education with the strong support of family, school, and community.

Educational Program: Charter School of the Dunes emphasizes the core skills of mathematics and language arts, reasoning and research, the interdisciplinary Paragon Curriculum integrated with technology and intensive teacher training to deliver a well-rounded, quality education.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: Mosaica Education, Inc.

Description of organizational structure: Management services for the Charter School of the Dunes have been contracted through Mosaica Education, Inc. (MEI). Mosaica was identified by the CSOTD Board of Education as having the best fit, based upon the company's record of success and the congruence of our founders' vision with MEI programs. The final authority for the school rests with the Board of Education, and the Board has ultimate responsibility to determine general, academic, financial, personnel, and related policies and procedures deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. The Board approves policies and procedures, adopts curriculum, manages the physical facility, works with budget, hires and evaluates the Chief Administrative Officer (CAO), oversees all activities of the management company, and ensures complete compliance with Ball State University.

The CAO fills the traditional position of principal and assistant Superintendent and works closely with MEI's Regional Vice President and Regional Director for Curriculum Implementation and the MEI hub in Lansing, Michigan, which serves as the fiscal center for the school.

Community Montessori, Inc.

Location:	Floyds Knobs, IN
Grades served (SY0607)	PreK-8
Year opened:	2002

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1536>

Purpose: Community Montessori provides another quality educational choice for its community by encouraging the development of life-long learning. The school mission is based on the

beliefs and theories of Maria Montessori, Constructivism, and Schemata Development. The school uses these beliefs to create an environment where learning happens naturally with an emphasis on learning strengths, developmentally appropriate activities, and individual interests. Through the use of many tools, including technology, authentic assessment, and educational manipulatives, each learner is nurtured through the eight constructs: social, emotional, physical, moral, intellectual, aesthetics, creative, and "school success." This encompasses the total education of the whole learner.

Educational Program: Montessori is a comprehensive educational approach with a focus of knowing each individual learner and partnering in his/her continued growth in connecting knowledge for lifelong learning. Under guidance, children in Community Montessori classrooms learn by making discoveries with the classroom materials and cultivating concentration, motivation, self-discipline, and a love of learning.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: The school is governed by a Board of community leaders that hires the Executive Director of the school, approves and oversees the school budget, and oversees all policies of the school. The Director of the school leads the school's staff.

East Chicago Lighthouse Charter School

Location:	East Chicago, IN
Grades served (SY0607)	K-4
Year opened:	2006

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=3971>

Purpose: The purpose of East Chicago Lighthouse Charter School (ECLCS) is to help students acquire the knowledge, skills, values, and attitudes necessary to become responsible and effective workers. To accomplish this, students are expected to master all appropriate standards and understand all sequenced content each year through an arts-infused curriculum. Overall, ECLCS is committed to seeing every student succeed, and the school and instruction are designed to reflect that commitment.

Educational Program: ECLCS offers students an arts-infused education program that includes disciplines such as painting, performance, and computer-assisted design. The scope and sequence of each grade level reflects the Core Knowledge Sequence, Indiana's Academic Standards, and the Lighthouse Exit Standards. Underlying this engaging pedagogy is a solid base in key skills. Students learn to read, write, perform mathematical operations, and solve problems. A variety of programs that have been tested by careful research are used to help students master a rich body of standards.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: Lighthouse Academies

Description of organizational structure: Lighthouse Academies, Inc. operates the school on behalf of Lighthouse Academies of Indiana by providing curriculum review and professional development, leadership and staff recruitment, operational support in administration, budgeting, and compliance, and purchasing support. A Board of Trustees comprised of local residents provides counsel and serves as a partner of Lighthouse Academies. The principal and teachers are employees of Lighthouse Academies. The Board of Trustees and Lighthouse Academies of Indiana are responsible for oversight in areas of educational programming, financial management, organizational performance, and other areas. Lighthouse Academies of Indiana is legally responsible for charter implementation. The Trustees review academic outcomes and discuss concerns with the principal and Lighthouse Academies. The Trustees conduct an annual performance review of the principal with Lighthouse Academies and establish a cooperative relationship with the principal. The Board hears appeals in areas of student discipline and parental concerns. Lighthouse Academies hears appeals involving staff discipline. Lighthouse Academies of Indiana is the fiscal agent and, alongside the Board, approves an annual budget. Expenditures that exceed the budget or are outside its parameters are approved by Lighthouse Academies of Indiana. The Board approves contract awards greater than \$5,000. The Principal is responsible for day-to-day operations of the school.

East Chicago Urban Enterprise Academy

Location: East Chicago, IN
Grades served (SY0607) K-5
Year opened: 2005

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=3935>

Purpose: To create a K-8 school that offers a rigorous academic program, provides a safe and supportive environment for learning, and encourages the involvement of its families and the community.

Educational Program: East Chicago Urban Enterprise Academy uses Core Knowledge, Open Court Reading, and Saxon Math as their base curriculum. This curriculum is utilized by American Quality Schools, the not-for-profit EMO in their other schools, and has been successful with the primarily at-risk, Hispanic and African-American students these schools serve.

SRA's Direct Instruction is used with students who are significantly below grade level. American Quality Schools has found that students in grades 3 and 4 who are reading well below grade level need a reading program that specifically meets their needs. This program is designed for students who have not learned in other programs and do not learn on their own.

Character education is an additional portion of the curriculum. The Academy recognizes that the ethical and moral development of its students is a critical and essential part of each child's education. Character Education is not taught as a separate class in the early grades, but permeates the classrooms and affects the entire school culture.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: American Quality Schools

Description of organizational structure: A Board of School Trustees governs the East Chicago Urban Enterprise Academy. The Board maintains all fiduciary responsibilities and powers. The Board also maintains the authority to evaluate the performance of the Education Management Organization (EMO) and to institute and review policies that have a direct effect on administrative, educational, and financial aspects of the Academy. The Board has delegated to the EMO the establishment of school curriculum, instructional strategies, and educational assessment policies, as well as hiring, compensation, and evaluations of all school personnel. The principal carries out the daily management of the school. Through a contracted agreement with a not-for-profit educational management organization, The American Quality Schools (AQS), all staff have a reporting relationship to the principal of the Academy who in turn reports to the President of AQS. As such, all school staff are employees of AQS. AQS has the responsibility of hiring the principal and the teaching and support staff. The Board maintains standing Finance and Personnel Committees, consisting of and chaired by Board members.

Galileo Charter School

Location:	Richmond, IN
Grades served (SY0607)	K-4
Year opened:	2005

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=9018>

Purpose: To provide an educational setting in which the systemic, generational challenges of illiteracy in Wayne County are effectively addressed. Galileo Charter School (GCS) wants to create a new opportunity for at-risk students.

Educational Program: Galileo Charter School is based upon three cornerstones: literacy, character development, and self-esteem. Literacy is addressed through early identification, prevention, and intervention strategies.

Galileo Charter School uses a scientifically research-validated curriculum. It continually assesses students using Dynamic Indicators for Basic Early Literacy Skills (DIBELS). Assessment begins in Kindergarten to ensure that the foundations of reading success are in place and that they remain strong. This is in keeping with the goal that reading failure be prevented. Interventions are immediate and delivered in three ways: (1) extra classroom support by the

classroom teacher; (2) targeted, one-on-one instruction for identified areas of weakness; and (3) intensive one-on-one remediation by trained reading therapists for those with the most severe problems.

Galileo Charter School will utilize Open Court Reading for Language Arts and Reading, as well as DIBELS. The base math curriculum is Math Explorations and Applications.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: Galileo Charter School is governed by a Board of Directors. The Board sets policy and is responsible for compliance. The Board ensures adherence to the vision and mission of the GCS. The activities, property, and affairs of GCS are managed by its Board of Directors, which is empowered to exercise all such powers of Citizens for School Choice (the organizer) and Galileo Charter School and to do all such lawful acts and things as are authorized by law or by Citizens for School Choice Articles of Incorporation or by-laws. To the extent permitted by law, the Board of Directors delegates power and authority in the exercise of its duties and responsibilities to its duly elected and duly appointed committees, and to its duly appointed officers or other such qualified agents.

An Executive Committee of the school includes the school's Chief Academic Officer (CAO) and four members of the Board of Directors. The Executive Committee at all times will include the President of the Board of Directors and the Chief Academic Officer. The committee carries out the policies of the Board of Directors and has charge of the management of the Corporation between meetings of the Board of Directors, including hiring employees, determining their compensation, and causing the examination of the books and accounts of the Treasurer by a certified public accountant. The CAO holds the position at the pleasure of the Board and is subject solely to the direction of the Board of Directors. The CAO is the official representative of the Board of Directors in the daily management of the school.

Gary Lighthouse Charter School

Location:	Gary, IN
Grades served (SY0607)	K-6
Year opened:	2005

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=4130>

Purpose: The purpose of Gary Lighthouse Charter School (GLCS) is to help students acquire the knowledge, skills, values, and attitudes necessary to become responsible and effective workers. To accomplish this, students are expected to master all appropriate standards and understand all sequenced content each year through an arts-infused curriculum. Overall, GLCS is committed to seeing every student succeed, and the school and instruction are designed to reflect that commitment.

Educational Program: GLCS offers students an arts-infused education program that includes disciplines such as painting, performance, and computer-assisted design. The scope and sequence of each grade level reflects the Core Knowledge Sequence, Indiana's Academic Standards, and the Lighthouse Exit Standards. Underlying this engaging pedagogy is a solid base in key skills. Students learn to read, write, perform mathematical operations, and solve problems. A variety of programs that have been tested by careful research are used to master a rich body of standards.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: Lighthouse Academies, Inc.

Description of organizational structure: Lighthouse Academies, Inc. operates the school on behalf of Lighthouse Academies of Indiana. An advisory Board of Trustees provides counsel to the school as serves as partner of Lighthouse Academies. The principal and all teachers are employees of Lighthouse Academies. Both Lighthouse of Indiana and the Trustees uphold the mission and philosophy of the school, and both are responsible for oversight in the areas of educational programming, financial management, organizational performance, and other areas as mandated by law. Lighthouse of Indiana maintains ultimate legal responsibility for implementation of the charter and remains the fiscal agent for the school at all times. The Trustees review academic outcomes and discuss concerns with the Principal and Lighthouse Academies. Lighthouse of Indiana provides fiscal oversight and ensures that fiscal policies are implemented in a timely, appropriate, and intended manner. Both Lighthouse of Indiana and the Trustees approve a budget for the school's fiscal year. Extraordinary expenditures are approved by Lighthouse of Indiana. The Board of Trustees shall approve any contract awards when the reasonable expected expenditure is \$5,000 or greater, and the Board hears appeals involving members of the school community in areas of student discipline and parental concerns. Lighthouse of Indiana hears appeals involving staff discipline.

Irvington Community School

Location:	Indianapolis, IN
Grades served (SY0607)	K-9
Year opened:	2002

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1537>

Purpose: Irvington Community School (ICS) strives to educate children by providing a proven academic curriculum paired with an arts-and-music component within a safe environment. Irvington Community School emphasizes achievement and strong character education for its students. The school plans to grow to become an excellent K-12 school that will also serve as a resource center for the Irvington area. ICS works to bring together diverse community groups to strengthen the Irvington community.

Educational Program: Irvington Community School is built upon the premise that a well-conceived, Internet-based educational program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century. The educational program is designed to provide a comprehensive mastery-based curriculum with high student expectations.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: The Board of Directors for Irvington Community School monitors the progress of the school and sets policy as needed. The traditional role of a principal is bifurcated at ICS into a president and school leader. The president of ICS is responsible for business matters, including budgeting, fund raising, and planning, along with working with the Board of Directors. The lead teacher is responsible for educational issues, including coaching and mentoring teachers, implementing and evaluating the educational program, and discipline. The president and Board of Directors meet at least monthly with frequent consultations. The president reports to the Board of Directors on all aspects of the school's operation.

KIPP LEAD College Preparatory Charter School

Location: Gary, IN
Grades served (SY0607) 5
Year opened: 2006

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=4097>

Purpose: KIPP LEAD (student Leaders with Empathy, Achievement and Dedication) College Preparatory seeks to be a high quality, public middle school serving students and families in the city of Gary, Indiana. KIPP LEAD's mission is to empower students with the character, knowledge, and leadership skills necessary to succeed in high school, college, strengthen the community, and help change the world.

Educational Program: In each grade, more time on task is central to the success of KIPP LEAD. As a KIPP school, the educational program at KIPP LEAD College Prep requires students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four and a half hours on Saturday, and for three weeks during the summer. All of these hours are focused on addressing the academic, intellectual, and character skills of the students. KIPP LEAD College Prep's curriculum is designed using the Indiana Academic Standards as a foundation and further augmented with the KIPP Exit Standards to add additional levels of rigor and relevance and to prepare students for the best high schools, colleges, and universities in the country. KIPP LEAD College Prep provides a well-rounded curriculum that includes all of the components required by the Indiana Academic Standards, including the foundations of English/language arts, mathematics, science, and social studies.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: KIPP LEAD College Preparatory, Inc. is incorporated as an Indiana not-for-profit corporation. The Board of Directors provides the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations, and carries out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations. The Board has delegated to the School Leader authority and decision-making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget, subject to Board approval. KIPP LEAD College Prep's Board of Directors is currently comprised of seven people from Gary and surrounding areas. These members represent the student population of the school, and the business and institutional communities that serve Gary.

The KIPP Foundation, as a partnering organization, does not provide a management function to any of its schools across the country, and as such does not manage any aspect of the operation of KIPP LEAD. The KIPP Foundation has a licensing agreement with KIPP LEAD for the use of the KIPP name and logo, as well as for the ongoing support. As part of the licensing agreement, the school is assessed a licensing fee. Support services available to all KIPP network schools include training and support in connection with academic and organizational leadership, budget and compliance management, community outreach and fundraising, public relations training and assistance, data recovery and assessment, high school and college placement support, teacher recruitment, and professional assistance from the KIPP Real Estate, Legal, and Development groups.

Montessori Academy @ Geist

Location:	McCordsville, IN
Grades served (SY0607)	1-6
Year opened:	2006

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=2572>

Purpose: Montessori Academy @ Geist is a public Montessori charter school offering parents and students an alternative educational approach.

Educational Program: The Academy's educational program is based on the Montessori philosophy and methodology. This method identifies and utilizes individual strengths and interests to assist in learning, while the curriculum promotes academic success, social awareness, self-awareness, respect for others and our environment, problem-solving skills, and independent thinking. Academics integrate with character building and community awareness to form a whole-child curriculum that prepares our students for life.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: The school is governed by a Board of Directors and will initially be managed by a Management Team consisting of the Organizer and an Administrative Assistant. The Board of Directors will be limited to a five-seat Board in years one and two, with one seat being held by a current parent of the Academy. This seat is held for a two-year term, with each term beginning in August and ending in July. Elections will be held in March of each alternating school year, for the following school-year term, and will be advertised for a two-week interval. Board member candidates are selected based on their convictions about the mission of the school and their ability to contribute to the school's success through the faithful adherence to the school's mission. The charter school and its Board of Directors operate with a high degree of autonomy.

New Community School

Location: West Lafayette, IN
Grades served (SY0607) K-7
Year opened: 2002

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1538>

Purpose: New Community School (NCS) provides a progressive educational alternative for families in the Lafayette-West Lafayette community. NCS's mission is to promote each child's emotional, social, and academic growth through creative and exploratory learning experiences. Parents, students, teachers, and administrators actively share responsibility for the well being of the school and the growth of confident, creative, and capable students. New Community offers small classes led by highly educated, caring teachers as well as a strong sense of community throughout the school. NCS is a democratic environment in which real and worthwhile choices are available for children within the context of respect, safety, and self-discipline.

Educational Program: New Community School places an emphasis on integrated learning in order to build on the natural curiosity of children (teaching reading, writing, math, and social skills through all content areas such as science, literature, art, and social studies). There is also an emphasis on problem formation, critical thinking, and problem solving in order to foster independent thought. The teaching is flexible and responsive to each child's strengths, needs, and style of learning. The school offers opportunities for many levels of parent involvement that range from teaching classes to determining school policies.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: A Board of Directors manages New Community School. The Board meets at least monthly and each director provides status reports regarding an array of topics. Topics are discussed, issues resolved, and plans are developed. The board sets

short-term and long-term goals and sets and approves policies and procedures. Board members frequently visit the school during school and non-school hours. The Board's Director of Education and Director of Finance and Operations manages New Community School on a day-to-day basis. The Director of Education is responsible for and fills the traditional role as a Principal. The Director of Finance and Operations is responsible for those programs and procedures that are not educational in nature.

Options Charter School (Carmel)

Location: Carmel, IN
Grades served (SY0607): 9-12
Year opened: 2002*

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=2524>

*Options Carmel was initially chartered by Carmel-Clay School Corporation, but changed its sponsorship to Ball State University in 2004.

Purpose: To provide a caring community to those students who are seeking an alternative to the traditional high school program. Options' focus is on the educational success and health and wellness of each student. Its goal is to develop responsible individuals who are skilled problem-solvers and caring, productive citizens.

Educational Program: The purpose of Options Charter School is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students' learning styles, talents, developmental levels, and emotional states of mind. It is a place where those students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The curriculum, developed by the teachers with input from students, parents, and the business community, is based on 12 exit standards that have been developed by the state.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: The Central Indiana Options in Education Board of Directors carries forth the business of the charter school. The Board shall have at least three members. Members are appointed by the seated board for a two-year term of office.

Options Charter School (Noblesville)

Location: Noblesville, IN
Grades served (SY0607): 9-12
Year opened: 2006

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=2551>

Purpose: The Options Charter School – Noblesville provides a caring community to those students who are seeking an alternative to the traditional high school program. Our focus is on the educational success and health and wellness of each student. Our goal is to develop responsible individuals who are skilled problem solvers and caring, productive citizens. Options provides a viable educational alternative to students in grades 9-12 who have been unsuccessful in the traditional school. This is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students' learning styles, talents, developmental levels and emotional states of mind. It is a place where those students who have underperformed in their traditional schools can re-engage, and those students who need a non-traditional approach to learning can flourish.

Educational Program: Options develops standards-based instruction focused on students' individual needs. The academic curriculum is based primarily on the Indiana Academic Standards and the grade twelve exit standards. Additional standards, based on research and beliefs derived from experience with this type of learning community, are integrated to produce the whole learning experience. Students at Options have the opportunity to earn a Basic or Core 40 Diploma.

Options has a Foundations for Learning component, which provides students with a support system as they work their way through our program. All Options students are oriented to the 40 Developmental Assets outlined by the Search Institute. Options also uses an advisor/advisee system, designed to assist students in achieving their educational, personal, and social/emotional goals. Classroom teachers are trained in the principles of Expeditionary Learning and are encouraged to use it as the framework for instruction. Options-Noblesville utilizes technology tools to enhance classroom learning. In 12th grade, students complete a Senior Institute, which is highlighted by a comprehensive project, the Senior Institute Project. The project is independent and extends beyond the boundaries of the school. Students must present their final products.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: Options Charter School – Noblesville is governed by a Board of Directors. The day-to-day operation of the school utilizes a diverse and experienced group of administrative team and includes members whose time is dedicated wholly to Options – Noblesville and members who are also involved with the operations of Options – Carmel.

Options – Carmel and Options – Noblesville are governed as separate entities, but they share the same Board of Directors. The Board conducts the business of each school in separate meetings.

Rural Community Academy

Location: Graysville, IN
Grades served (SY0607): K-8
Year opened: 2004

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=7951>

Purpose: The purpose of the Rural Community Academy (RCA) is to provide a high-quality, well-rounded education for all of its students in a strong, community-based environment with small class sizes and required parent participation. The Academy plans to be a focal point of the community and an institution where all stakeholders have a shared sense of ownership.

Educational Program: The educational program of Rural Community Academy utilizes materials chosen to support the students and teachers in reaching high academic standards. Differentiated instruction and multiple approaches are used. The school utilizes a proven phonics method for K-2.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: The management of Rural Community Academy is governed by a five-member Board of Directors of the Rural Community Schools, Inc. (RCSI). RCSI is a not-for-profit organization that operates educational establishments. Each Board member represents a specific group of stakeholders within RCA. The Board is comprised of two community representatives, two parent representatives, and one student advocate. The RCSI Board of Directors has ultimate authority subject to the regulations set forth by its sponsor, Ball State University. The Chief Operations Officer is responsible for the daily operations of the school, as well as finances, and a Chief Academic Officer is responsible for curriculum development and implementation. School leaders work closely with the RCSI Board of Directors to maintain an open line of communication. RCSI Board members and school administrators develop policy for RCA. RCSI approves all policy, and school administration then develops procedures to implement policy and other non-policy activities of the school. A parent/teacher/community organization has been formed and acts as an independent, adjunct organization. This organization supports the school with volunteers for academic tutoring, classroom assistance, fundraisers, and extracurricular activities.

Thea Bowman Leadership Academy

Location: Gary, IN
Grades served (SY0607): K-9
Year opened: 2003

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=4022>

Purpose: Thea Bowman strives to provide Gary parents and children a high-quality academic option within the public schools. The school is based on a rigorous curriculum that will allow children to succeed in high school and beyond. Thea Bowman's mission is to create a pre-high school college preparatory program that combines academic achievement with leadership skills and opportunities.

Educational Program: Thea Bowman utilizes the Core Knowledge curriculum as the instructional foundation based on Indiana standards. SRA's Open Court Reading is used to teach reading and writing simultaneously, and Saxon Math is the core mathematics curriculum. Students are also taught character education, multicultural information and appreciation, civic leadership, and economic justice through business, entrepreneurial leadership, and professional leadership.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: American Quality Schools

Description of organizational structure: The Drexel Foundation, a 501(c)(3) corporation, is the charter holder for the Thea Bowman Leadership Academy. The Board of the Drexel Foundation maintains all fiduciary responsibilities and powers. The Drexel Foundation appoints a school board that is responsible for the general oversight of the educational program. The Drexel Foundation also maintains the authority to evaluate the performance of the Educational Management Organization (EMO) and to institute and review policies which have a direct effect on administrative, educational, and financial aspects of the Academy. The Drexel Foundation delegates to the EMO the establishment of school curriculum, instructional strategies, and educational assessment policies, as well as the hiring, compensation, and evaluations of all school personnel. The principal carries out the daily management of the Academy. Through a contracted agreement with a not-for-profit educational management organization, The American Quality Schools Corporation (AQS), all staff have a reporting relationship to the principal of the Academy who, in turn, reports to the President of American Quality Schools.

Timothy L. Johnson Academy

Location: Fort Wayne, IN
Grades served (SY0607): K-8⁴
Year opened: 2002

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1539>

Purpose: To provide opportunities for basic educational equity for students in East Allen County and Fort Wayne. The school was established to serve students who are at risk due to economic, educational, or social disadvantage.

⁴ As of 2007-2008, Timothy L. Johnson Academy will no longer serve grades 6-8.

Educational Program: The Academy's curriculum is designed to encourage teachers to work in subject areas in which they are particularly well qualified. Teachers work collaboratively to design and map a sequence of instruction that correlates the content of the four core subject areas throughout the school year. The educational program emphasizes the performing arts as a way of addressing the needs of the whole child. Music, art, and drama are provided as a part of the regular curriculum.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: The Leona Group, L.L.C.

Description of organizational structure: The Timothy L. Johnson Academy's Board of Directors is vested with the responsibilities of oversight in all operations. The Board is solely responsible for establishing policies, entering contracts, serving as fiscal agent, and functioning as the expulsion and appeal authority for the school.

Procedures relating to all policies have been established by The Leona Group (TLG), L.L.C., the educational service provider of the Academy. The Board's management agreement with TLG stipulates that TLG shall manage all operations of the Academy and TLG shall be responsible to the Board for all operational functions delegated to TLG. The Board is responsible for ensuring compliance with State, Federal, and Sponsor requirements relevant to charter school operation in Indiana. Notwithstanding the Board's ultimate authority to govern the Academy, the Board delegates authority to TLG for the operation of the Academy when permitted by law or statute. The Board may not delegate its responsibilities for oversight of TLG, its expulsion authority, nor its responsibility to approve the budgets of the Academy. The relationship between the Board and TLG is governed by their signed Management Agreement with each other.

21st Century Charter School @ Gary

Location: Gary, IN
Grades served (SY0607): 1-10
Year opened: 2005

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=4164>

Purpose: The educational philosophy of the 21st Century Charter School at Gary is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards. All students will be given a variety of continuous assessments to make sure that skills are mastered.

Educational Program: The curriculum proposed is woven through the following seven components of instruction: (1) core values and character education; (2) Indiana Standards and GQE requirements; (3) standards basic skills application sequential and measured, fostering life-long learning and life skills; (4) project-based learning aligned with student interests and

standards mentoring, internships, employment and community outsourcing opportunities; (5) Spanish language instruction, beginning at age five; (6) Fine Arts instruction; and (7) physical wellness and conditioning.

The school uses the Indiana standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. Students progress through the A+ Anywhere Learning System on the computer, guided and assisted by teachers. Students work on project-based learning throughout the school day and have on-site cohort groups for study and support whereby social teaming and interaction skills are developed.

Children have individual learning plans based on the level at which they enter the school. Students are grouped by age for social reasons, but they are working at their own pace at the grade level that is appropriate for them. A student in a particular subject area works to advance through the A+ Anywhere Learning System software that allows a mentor teacher to select a standard and prescribe lessons automatically that are aligned with the Indiana standards. Mentor teachers can customize the A+ lessons to add additional tasks with opportunities for mastery.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: GEO Foundation

Description of organizational structure: The 21st Century Charter School @ Gary is controlled by a local, five-member Board of Directors. The Board, which has complete control over who manages the school, has contracted with the GEO Foundation, a non-profit foundation that developed and manages the 21st Century Charter School @ Fall Creek, to manage the school. The Board approves all policies and budgets for the school and assisted in the hiring of the principal and teachers. All staff are employees of the school. GEO Foundation is accountable to the school's Board of Directors to ensure that the school complies with all federal, state, and local regulations, to provide a model in Gary similar to the Indianapolis school, to train teachers, to assist in teacher hiring, to put in place the policies and procedures necessary for a successful school, to provide a state-approved accounting system, and more.

Urban Brightest Community Academy (CLOSED 2004)

Location: Fort Wayne, IN
Grades served (SY0607): n/a (served grades K-5 in 2003-2004)
Year opened: 2003 (closed July 30, 2004)

ASAP Link: n/a

Mission: Urban Brightest Community Academy wants to instill core values of honesty, respect, tolerance, fairness, self-discipline, integrity, citizenship, and responsibility as a foundation upon which the school is built. Children will be provided with an opportunity to succeed in a multicultural and diverse world.

Educational Program: The curriculum focuses on mathematics, science, and computer technology. It is based on the Indiana Academic Standards. The Academy offers a challenging, innovative, and flexible curriculum.

Description of organizational structure: The administrative structure begins with the Board of Directors. The Executive Administrator reports to the Board of Directors. The Personnel Department, School Principal, and Finance Department report to the Executive Administrator. Monthly meetings are held in which the Executive Administrator reports to the Board of Directors.

Veritas Academy

Location: South Bend, IN
Grades served (SY0607): K-8
Year opened: 2002

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1540>

Purpose: Veritas Academy teaches children to think clearly, speak eloquently, write persuasively, and calculate accurately. The curriculum offers a traditional, well-balanced core of subjects that are challenging and effective. In addition, a character development focus is integrated throughout the instructional program to help students develop into caring, responsible citizens. Veritas provides a learning environment designed to develop each child's search for knowledge; to encourage each child's curiosity, and to foster each child's creativity. A central focus of the Academy is the creation of an inclusive community where students, parents, staff, and the community members are partners in the educational process and achievement of all children.

Educational Program: The educational curriculum of Veritas closely follows the Core Knowledge Sequence developed by E.D. Hirsch, a national leader in educational reform. It involves teaching core knowledge content in highly specified yearly sequences so that children have a coherent, cumulative, solid foundation of knowledge and competencies. The basic premise of Core Knowledge is that children expand their learning by building upon what they already know.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): No

Description of organizational structure: A Board of Trustees, accountable to Ball State University, ultimately governs Veritas Academy. The Board of Trustees consists of community members and parents. The Dean of Academics is responsible for the day-to-day management and operation of the Academy. The Business Manager is responsible for all financial matters, including budget making, administering grant funds, accounting, and recordkeeping. The Curriculum Coordinator is responsible for the implementation of the curriculum, professional development, accountability data collection, and assessment and student progress recording.

West Gary Lighthouse Charter School

Location: Gary, IN
Grades served (SY0607) K-5
Year opened: 2006

ASAP Link: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=4008>

Purpose: The purpose of West Gary Lighthouse Charter School (WGLCS) is to help students acquire the knowledge, skills, values, and attitudes necessary to become responsible and effective workers. To accomplish this, students will be expected to master all appropriate standards and understand all sequenced content each year through an arts-infused curriculum. Overall, WGLCS is committed to seeing every student succeed, and the school and instruction are designed to reflect that commitment.

Educational Program: WGLCS offers students an arts-infused education program that includes disciplines such as painting, performance, and computer-assisted design. The scope and sequence of each grade level reflects the Core Knowledge Sequence, Indiana's Academic Standards, and the Lighthouse Exit Standards. Underlying this engaging pedagogy is a solid base in key skills. Students learn to read, write, perform mathematical operations, and solve problems. A variety of programs that have been tested by careful research are used to help students master a rich body of standards.

Does the school use a Charter Management Organization (CMO) or Educational Management Organization (EMO): Yes

Name: Lighthouse Academies

Description of organizational structure: Lighthouse Academies, Inc. operates the school on behalf of Lighthouse Academies of Indiana by providing curriculum review and professional development, leadership and staff recruitment, operational support in administration, budgeting, and compliance, and purchasing support. A Board of Trustees comprised of local residents provides counsel and serves as a partner of Lighthouse Academies. The principal and teachers are employees of Lighthouse Academies. The Board of Trustees and Lighthouse Academies of Indiana are responsible for oversight in areas of educational programming, financial management, organizational performance, and other areas. Lighthouse Academies of Indiana is legally responsible for charter implementation. The Trustees review academic outcomes and discuss concerns with the principal and Lighthouse Academies. The Trustees conduct an annual performance review of the principal with Lighthouse Academies and establish a cooperative relationship with the principal. The Board hears appeals in areas of student discipline and parental concerns. Lighthouse Academies hears appeals involving staff discipline. Lighthouse Academies of Indiana is the fiscal agent and, alongside the Board, approves an annual budget. Expenditures that exceed the budget or are outside its parameters are approved by Lighthouse Academies of Indiana. The Board approves contract awards greater than \$5,000. The Principal is responsible for day-to-day operations of the school.

Recommendations about University Sponsorship

- ❑ Ball State should continue acting as a charter school sponsor.
- ❑ Additional universities should explore the possibility of charter school sponsorship.
- ❑ If additional universities become charter school sponsors, university stakeholders should carefully consider whether the main campus or branch campuses should assume responsibility for sponsorship. If the decision is made to allocate sponsorship responsibilities to branch campuses, the university's main campus must ensure that the branch campus has the appropriate infrastructure, staff, and resources to act as a high quality authorizer.
- ❑ If additional universities become charter school sponsors, they should be strongly encouraged to implement a review and accountability process that is at least as rigorous as the process used by Ball State University.

APPENDIX A

INDIANA CODE 20-24-3-13

IC 20-24-3-13

Monitoring of number of schools approved by universities

Sec. 13. (a) The department shall monitor the number of charter schools approved by universities.

(b) Not more than six (6) months after twenty (20) charter schools have been approved by universities, the department shall issue a report to the charter school review panel identifying:

(1) the purpose and organization of all charter schools sponsored by universities;

(2) the procedure by which charter schools have been approved and monitored by university sponsors; and

(3) recommendations regarding the future of university sponsorships.

(c) The report issued under subsection (b) shall be submitted in an electronic format under IC 5-14-6 to the legislative council.

As added by P.L.1-2005, SEC.8.